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INTEGRATED CHILD DEVELOPMENT SERVICES SCHEME

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SYLLABI FOR TRAINING OF FUNCTIONARIES

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NATIONAL INSTITUTE OF PUBLIC CO-OPERATION AND CHILD DEVELOPMENT

SEVENTH FLOOR, DEEPALI, 92, NEHRU PLACE, NEW DELHI-110024—Phone : 634095

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9 - JAN 1978

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NATIONAL INSTITUTE OF PUBLIC CO-OPERATION
AND CHILD DEVELOPMENT
SEVENTH FLOOR, DEEPALI, 92, NEHRU PLACE,
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FOREWORD

This document contains syllabi for the training of various functionaries of the Integrated Child Development Services Scheme. The material for this document has largely been drawn from the Report of the Working Group on Syllabus for the Training of ICDS Personnel, appointed by the Union Department of Social Welfare. While listing courses for each category of personnel only course number, title and time-break up are indicated. The detailed syllabus of each course finds place in the Master List of Courses. This has been done to avoid duplication. The details under each course are at best suggestive in nature and need elaborate testing out in the field before these are standardised for universal application. The responsibility of drafting the detailed syllabi of a few courses have been specifically assigned to the training faculty of the first course. With the introduction of the Scheme of Functional Literacy for Adult Women during 1976, by the Government of India, Department of Social Welfare, contents of functional literacy are being added and incorporated to the syllabi for the training of Anganwadi Workers and Instructors and Chief Instructors of the Training Centres for Anganwadi Workers This draft syllabus for functional literacy is given in the annexure. My thanks are due to Shri R. G. Srivastava and Dr. Subhash Chandra for preparing syllabi and Shri Nagendra Nath, Shri K. Ramamrutham and Shri M. S. Yadav for overseeing its publication.

(B. Chatterjee)
Director

September 1, 1975

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Scheme Of Integrated Child Development Services

Introduction

1. According to the 1971 Census of India, there are 228 million children upto 14 years of age, of which 186 million live in rural areas and 42 million in urban areas. Children thus constitute about four-tenths of the total population. Age distribution of these children shows that 115 million are upto 6 years of age and 113 million from 7 to 14 years of age.

2. There have undoubtedly been significant achievements in India in the last four Plans in all spheres of development from which children too have derived benefit. Nevertheless, various problems concerning child welfare are still of fairly large dimensions. The incidence of mortality, morbidity and malnutrition among children continues to be high. Although the infant mortality rate varies in different parts of the country and is influenced, among others, by physical, geographical, economic and social factors and the level of social and economic development, it is more than a 100 per thousand in most areas. Various surveys have indicated a fairly high incidence of malnutrition among pre-school children. Vitamin A deficiency is reported to be common among children and is considered as a major contributing factor to the large incidence of blindness in India. The occurrence of diarrhoea, dysentery, parasitic infection, skin diseases, respiratory infections, whooping cough, measles, etc., is also fairly common. Physical growth (height and weight according to age) and the development of mental capacity of children are consequently affected. Unsatisfactory dietary habits (both in terms of choice of food as well as the preparation), weaning practices, poor knowledge of nutrition and of health and hygiene, and reliance on charms and spirits and on treatment prescribed by quacks, aggravate the problem.

3. There has, for some time, been an awareness of the importance of organising early childhood services for the future development of the child though resource constraints, and a basically sectoral approach to the needs of children, prevented the development of a coordinated strategy. It is now, however, realised that any deferment of action is likely to be the detriment of the development of the country's human resource which

SECTION I

SYLLABUS FOR THE TRAINING OF ANGANWADI WORKERS

I INTRODUCTION

The village unit through which the services under the ICDS Scheme will be delivered is the Anganwadi. The key functionary at the village level for delivering the services is the Anganwadi worker who will be assisted by a part-time helper. The Anganwadi worker should preferably be a local lady in the age group 18-45 years. If she is a matriculate, she will receive an honorarium of Rs. 150/- per month. If a non-matriculate but studied upto 8th standard (relaxable in tribal areas if no suitable local lady who has studied upto 8th standard is available) she will receive an honorarium of Rs. 100/- per month. The Anganwadi worker for any village is to be selected from that very village and has to be a person acceptable to the local community. Special attention is needed in her selection in order to ensure that she can involve and service the pre-school children, pregnant women and nursing mothers of the village, especially those from the poor and backward sections of the community. In exceptional cases, if no suitable person is locally available for working as the Anganwadi worker, a suitable person from a neighbouring village may be selected provided that such a person can come to the village on duty every day and properly discharge her functions.

II MAJOR FUNCTIONS OF THE ANGANWADI WORKER

For effective implementation of the ICDS programme, the Anganwadi worker would be required to fulfil the following functions :

(a) supplementary nutrition for children (0-6 years), pregnant women and nursing mothers ;

(b) maintaining primary health records of all children and expectant mothers and helping the PHC doctor and

is a key factor in development. It is in early childhood that the foundations for physical, psychological and social development are laid and if an appropriate range of services can be provided, particularly to the weaker and vulnerable sections of the community, wastages arising from infant mortality, physical handicaps, malnutrition, stagnation in school and poor development of mental capacities, can be considerably minimised and a positive contribution to the social and economic development of the country made through the all-round development of the individual. The organisation of early childhood services should, therefore, be regarded as an investment in the future economic and social progress of the country.

Strategy of Development of Early Childhood Services

4. The Minister of Planning had, in 1972, suggested that a scheme for Integrated Child Care Services might be worked out for implementation in all States. Accordingly, eight inter-ministerial study teams were constituted by the Planning Commission on the basis of whose studies a proposal for integrated child care services was made for pre-school children covering supplementary nutrition feeding, immunisation, health care including referral services, nutrition education of mothers, pre-school education and recreation, family planning and provision of safe drinking water.* The Steering Group set up by the Planning Commission to advise on the formulation of the Fifth Plan has also suggested the adoption of an integrated approach to early childhood services. Its recommendations have been accepted and the scheme of Integrated Child Development Services has been included in the Plan in the social welfare sector to give a definite focus to the development of services for early childhood.

5. There have been some inter-ministerial discussions on the proposed model for Integrated Child Development Services. The paragraphs that follow have taken these into consideration and reflect basically the exercises undertaken so far to prepare a model of Integrated Child Development Services.

6. The objectives of the Integrated Child Development Services are :

i) to improve the nutritional and health status of children in the age-group 0-6 years ;

*Programme of Integrated Child Care Services, (cyclosyled) Planning Commission, Govt. of Indla, 1972, P. 2.

ANMs in the delivery of immunisation and other health components of the ICDS Scheme ;

(c) nutrition education to mothers ;

(d) eliciting community support and participation in servicing the programme ;

(e) follow up of the programme through home visits ; and

(f) non-formal pre-school education to children of 3-6 years (about 40 children per Anganwadi).

A detailed description of each of these functions is given below :

Nutrition of Children (0-6) and expectant and Nursing Mothers

(a) to plan the feeding schedule and conduct the feeding programmes ; and

(b) to help identify and refer to PHC, cases which need medical referral and to follow up mothers whose children suffer from severe malnutrition and frequent illnesses.

Maintenance of Records and Reports

(a) to keep accounts of expenditure and equipment ;

(b) to maintain office records ;

(c) to maintain primary health records and progress charts of Anganwadi children and collect elementary statistical data about the clientele group.

Community Contacts

(a) to elicit community participation and contribution (in kind or cash) ; and

(b) to help organise Balmelas, celebration of Children's Day and such other functions of national importance.

Parental Contacts

(a) to encourage parents to send their children to the Anganwadi, and enlist their participation in the promotion of the programme ;

ii) to lay the foundations for proper psychological, physical and social development of the child ;

iii) to reduce the incidence of mortality, morbidity, malnutrition and school drop-out ;

iv) to achieve effectively coordination of policy and implementation amongst the various departments to promote child development ; and

v) to enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.

The Package

7. The concept of providing a package of services is based primarily on the consideration that the overall impact will be much larger if the different services develop in an integrated manner as the efficiency of a particular service depends upon the support it receives from related services. For instance, the provision of supplementary nutrition is unlikely to improve the health of the child if he continues to be exposed to diarrhoeal infections or unprotected drinking water supply.

8. The selection of services to constitute the package in the child development services scheme is based on the following considerations :

i) need for the service ;

ii) inter-dependence and mutual support relationships ;

iii) cost ; and

iv) administrative feasibility.

9. The following package of services will be provided in the integrated child development services scheme :

1. Supplementary nutrition
2. Immunisation
3. Health check-up
4. Referral services
5. Nutrition and health education
6. Non-formal education

10. On account of the key role of protected water supply, efforts will be made for the convergence of the rural drinking water supply

(b) to help ANMs to provide health/nutrition education to mothers whose children suffer from severe malnutrition and frequent illnesses.

Anganwadi for Children (3-6 years)

(a) to organise and run Anganwadi :

(b) to arrange for periodic health check-up including immunisation of all children, expectant mothers and those in need of medical care;

(c) to inculcate among children habits of personal cleanliness and cleanliness within the house and surroundings;

(d) to organise play and recreational activities for children; and

(e) to plan weekly; monthly and yearly programmes for the Anganwadi.

III. DAILY WORK SCHEDULE FOR THE ANGANWADI WORKER

1.	Supplementary nutrition for children (0-6 years) and expectant and nursing mothers.	1½ hrs
2.	Health and Non-formal education for children (3-6 years).	2 hrs.
3.	Parental contacts and home visits.	1 hr.
4.	Maintenance of Records.	½ hr.
5.	Promotion of ICDS programme and group meetings.	at convenience

IV. TRAINING SYLLABUS

A three month's training course has been planned for the Anganwadi workers in order to equip them with knowledge, skills and aptitudes necessary for their job performance.

Duration of the Course	: 3 months=90 days or 90×6=540 working hours
Sundays & Holidays	: 16 days
Actual Working days	: 74 days or 74×6=444 hours

programme in the Integrated Child Development Services project areas.

Type of Beneficiaries

11. The scheme will provide integrated services to children below the age of six years. Restricting the coverage to children less than 6 years is based on the consideration that pre-school age can be considered a definite phase in the development of the child for which a suitable strategy can be formulated. Further, earlier childhood is more crucial for a child's development and, therefore, given financial and other constraints, it is more practicable to make a concerted effort in promoting sound development of early childhood. Early childhood itself would need to be reclassified into different age groups and differential needs taken into consideration in delivering the services.

12. Since the mother has a key role in the physical, psychological and social development of the child, nursing and expectant mothers have to be brought into any scheme which aims at the welfare of the child. Attention will also have to be given to mothers and, therefore, women of 15-44 years have to be brought within the ambit of integrated child development services.

13. The delivery of services to the beneficiaries will be as follows :

Beneficiary	Service
1. Expectant and nursing mothers	i) Health check-up
	ii) Immunisation of expectant mothers against tetanus
	iii) Supplementary nutrition
	iv) Nutrition and health education
2. Other women 15-44 years	i) Nutrition and health education
3. Children less than 1 year	i) Supplementary nutrition
	ii) Immunisation
	iii) Health check-up
	iv) Referral Services
4. Children* 1-2 years	i) Supplementary nutrition
	ii) Immunisation
	iii) Health check-up
	iv) Referral services

*The age in the upper limit of the group means 2 + but less than 3 years.

Field Work (2 days a week for 1 month and to be started only after 2 weeks) : 8 days or 8×6=48 hours

Examination : 5 days or 5×6=30 hours

Theory and Practical (Each day for six hours) : 61 days or 61×6=366 hours

Subject	Theory (hrs.)	Practical (hrs.)	Total (hrs.)
General Orientation	3	—	3
Child Development and Pre-School Edcation	40	55	95
Health & Nutrition	90	95	185
Social Welfare	50	33	83
Total	183	183	366

A. THEORY AND PRACTICALS (366 hours)

GENERAL ORIENTATION (3 hours)

Administrative set up of the Block
National Policy for children
Introduction to integrated approach in child welfare and role of the Anganwadi Worker

CHILD DEVELOPMENT & PRE-SCHOOL EDUCATION (95 hours)

1. Growth and Development of the Child (0-6 years) 15 hours
   (1) Physical Growth and Development
   (2) Cognitive Development
   (3) Emotional Growth
   (4) Social Development

(While teaching this course, emphasis should be given on genetic and environmental influences on the child's growth and development at different stages; child rearing practices; basic needs

of children, influences of family on the child's growth and development; impact of pre-school years on later development etc. etc.)

2. Common behavioural problems of children— problems related to sleeping, eating, temper-tantrums, bedwetting, thumb sucking, nail-biting, stammering, aggression, shyness, withdrawal etc. and ways and means to handle such children/situations. — 4 hours

3. How to work with young children in the Anganwadi as individuals (bearing in mind the total needs of the child) and as groups, i.e. how to involve children in the Anganwadi work by creating duties and inculcating a feeling of responsibility in children towards the maintenance of the Anganwadi (e.g. involving children during meal times; or in other activities). — 5 hours

4. Functional pre-requisites of an Anganwadi (i) site (ii) work places (iii) equipment and material (iv) Anganwadi worker (v) health care, pre-school education and nutrition services (vi) involvement of parents and community. — 4 hours

5. Organisation of an Anganwadi — 12 hours

   (a) Programme planning—the need for planning, steps in programme planning, factors influencing the daily schedule.

   How to plan the Anganwadi programme.

   (b) The planning of activities geared to the developmental needs of children

   For example :

   * Collection of items like stones, leaves, etc. Making of articles.
   * Use of local indigenous materials and left over scraps for creative play activities (emphasis to be given on local crafts and arts).
   * Sand play.

* Simple rhythmic drills, organised games (emphasis on local games), walking on line or on a plank, etc.
* Songs, stories and dramatization.
* Clay modelling etc.

(Responsibility should be given to children—individually and collectively with a view to inculcate in them sense of responsibility/teamspirit and developing leadership).

PRACTICALS (55 hours)

* Individual study of a child in the Anganwadi and at home over a specified period of time with a view to studying the various aspects of development—physical, motor, social, cognitive, emotional etc. and relating it to the total development of the child (Techniques of study like observation, interviews, etc. may be used for this purpose). — 20 hours

** Preparation of a work kit for the Anganwadi worker. The purpose of preparing teaching aids is to teach various skills to the student trainee to be utilised for preparing educational material. Knowledge of these skills is also essential to help the child acquire simple skills in arts and crafts (e.g. preparation of equipment and materials out of indigenous, inexpensive and waste materials for different activities, collection of local beads, seeds, sticks, etc.)—preparation of simple story techniques, simple materials for reading and writing readiness etc. — 35 hours

(A details on the work kit, see item V, Page 15).

HEALTH AND NUTRITION (185 hours)

Introduction

Importance of health and nutrition. General contributing factors like poverty, ignorance, non-availability of resources, non-utilization of resources etc. The groups vulnerable to malnutrition, reasons and effects of malnutrition on the total development of children, particularly of the pre-school years. (Examples to be drawn from local conditions) — 3 hours

HEALTH (52 hours)

1. Elementary anatomy and physiology (with the aid of visual materials and specific charts). — 2 hours
2. Stages of physical development (elementary), to give a basic idea of the normal pattern of growth, viz., height, weight, teething, etc. and to detect deviation from the normal, if any. — 1 hour
3. Ante-natal, natal and post-natal care and the related services available, and the worker's role in helping the mother utilize these services. — 1 hour
4. Care of the new born and Infant care. Basic methods of handling infants, especially in relation to hygiene of the baby (keeping children away from flies etc.), nursing and feeding and imparting relevant knowledge to the mother. — 1 hour
5. Care of children in the Anganwadi, i.e., personal hygiene with reference to eyes, ears, nose, teeth, nails, skin, hair etc. Inculcating healthy habits, like toilet training, bathing, washing hands, general cleanliness etc. in children. — 6 hours
6. Environmental sanitation—cleanliness within and outside the home/Anganwadi, basic idea of sanitation—ways of collecting and disposal of refuse, storage of water, purification of water, drainage, — 3 hours

killing flies and other house hold pests, etc.—involvement of children in keeping the Anganwadi and the surroundings clean.

7. Common diseases specially communicable diseases, their symptoms, prevention, immunisation and referral services available. The handling of such cases/situations in the Anganwadi. — 4 hours

8. Recognition of minor defects like short-sightedness, hearing and speech defects, etc.—their causes, treatment and prevention, referral services available and how to make use of them. — 4 hours

9. Prevention of accidents—indoor and outdoor (for instance avoiding exposure of the child to harmful objects like medicines, sharp-edged tools etc.) — 2 hours

10. Elementary first-aid and home nursing : — 14 hours
    (a) medical care and home nursing methods;
    (b) first-aid in emergencies (treatment of burns, bites and wounds); and
    (c) Management of children who fall ill in the Anganwadi.

11. Health and nutrition education—for children in the Anganwadi, parents and the Community. — 3 hours

12. Introduction to family planning programmes in India and the role of the Anganwadi worker. Health and welfare aspects of family planning. Fundamental knowledge regarding family planning (sufficient to motivate the parents and help them to go to the agencies concerned) and its impact on a family, community and the nation. — 4 hours

13. Basic knowledge of health services available in the area and the role of various functionaries involved. — 2 hours

14. Maintenance of health and nutrition records. — 2 hours

PRACTICALS — 35 hours

1. Taking and charting of weight and height, temperature, pulse rate and respiration. — 3 hours

2. Preparation and use of health education media for the education of children in the Anganwadi/ Day-Care Centres, parents and community. — 5 hours

3. Improvement in environmental sanitation : — 10 hours

   (a) Usage and methods of simple construction and maintenance of :

   * Smokeless chulah or gobar gas plant
   * Sanitary latrines (trench, trap etc.)
   * Open drains

   (b) Protection of food stuff from infection—flies, dust, etc.

   (c) Prevention of contamination of water, simple hygienic methods of storage, e.g. pot filter etc.

4. Actual practice in the detection of simple deseases/ailment, care and handling of such cases and making referrals. — 5 hours

5. First-aid practicals. — 5 hours

6. Maintenance of simple health and nutrition records. — 2 hours

7. Demonstration and actual practice in health care. — 5 hours

NUTRITION (38 hours)

1. What is Nutrition? Basic foods—proteins, carbohydrates, fats, vitamins, minerals and water; their sources and role in human nutrition. — 8 hours

2. What is calorie? Caloric requirements according to age, sex, climate and nature of work. — 2 hours

3. Balanced diet—nutritional requirements and planning of a balanced diet according to age, sex and climate and the concept of nutritional allowances for : (a) infants, (b) pre-school/school going children, (c) pregnant and nursing mothers. Special diets in case of common ailments (diarrohea etc.). — 7 hours

4. Actual symptoms of common nutritional deficiency diseases so that the Anganwadi worker — 5 hours

can easily detect them. Elementary knowledge on how these deficiency diseases can be prevented and what measures may be taken to improve the nutritional status.

5. Food values of articles of daily use in the area—cereals, pulses, vegetables, milk, fruits and sugar etc. — 3 hours

6. Methods of weaning, age of weaning, ill effects of prolonged nursing and introduction of weaning foods. — 2 hours

7. Methods of cooking, retention of food values, cleanliness while cooking like washing of vegetables, hands etc. — 4 hours

8. Food preservation—its importance and methods. Storage of food articles (milk, cereals, vegetables etc.) and hygiene of food (fresh and stale foods etc.). — 2 hours

9. Food poisoning with particular reference to children—symptoms and remedial measures to be taken. — 1 hour

10. Local food habits and food fads—the need for changing some of these and how the Anganwadi worker can help the parents/community to change some of these (concrete example may be taken from local situation). — 2 hours

11. Helping children/mothers acquire good dietary habits. — 1 hour

12. Introduction to other nutrition services available in the area, like ANP, Mid-day meal etc. and methods of utilising these services by the Anganwadi worker. — 1 hour

PRACTICALS — 60 hours

1. Making a chart of (a) the basic food groups showing actual names of the foods in each group, and (b) rich sources of protein, vitamins and minerals (i.e. classification of the locally available foods into various food-groups). — 10 hours

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2. Planning and preparing balanced diets for the groups indicated below : — 25 hours
   —children in different age groups
   —pregnant and nursing mothers
   —sick people
   —low income gtoups
   Preparation of weaning foods, i.e. foods for artificial feeding, methods of feeding the child.
3. Practice in detecting common deficiency diseases (e.g. loose skin and loss of fat would indicate marasmus, or hazy cornea and night blindness would indicate vitamin 'A' deficiency). — 15 hours
4. Simple methods of preservation of seasonal foods and adaptations of these methods to suit local conditions. — 5 hours
5. Evolving new recipes and high protein snacks out of locally available resources. Evolving low cost nutritious recipes for pre-school children costing 25 p. to 60 p. per child (stress is to be laid on the utilization of local products). — 5 hours

SOCIAL WELFARE (83 hours)

1. Introduction to the fields of Social Welfare i.e. services for women, children, aged and the handicapped. — 2 hours
2. Social problems (customs like early marriages, dowry, population explosion etc.), social discrimination, beliefs, superstitions and their influence on the children/family. — 2 hours
3. Constitutional provisions and social legislations affecting women and children (to be related to the legislations of the State's concerned). — 2 hours
4. Problems and conditions of children and the need for services for their welfare in the context of the total welfare of the country. Children in need of special care and services available for them. — 2 hours
5. *Concept of neighbourhood care and concern :* — 4 hours
   (i) Basic knowledge regarding conditions and

needs prevailing in the community and relating them to resources available; motivating parents/community in utilisting the exising services.

(ii) Responsibility of an individual towards the community and of the community towards the parents and children.

(iii) Development of civic sense, character formation; care of public property and places, respect of law and order, rights of others, consideration for others and bringing about such awareness and feelings of responsibility and consideration in children, parents and the community.

6. *Fifth Plan programmes in the broad context of other develoqment plans :* 4 hours

(i) Child welfare in the development plans (elementary knowledge).

(ii) Introduction to the ICDS—overview of the programme—objectives, services, functionaries and their role and location.

7. *Role of Anganwadi Worker in relation to :* 6 hours

(i) Children of 0-6 years

(ii) Expectant and nursing mothers

(iii) Parents

(iv) Primary school teachers

(v) Community—urban/rural/tribal

8. *Available social welfare services :* 2 hours

Available social welfare services/organisations in the field (under the government and voluntary sectors) at State, District and Village levels.

9. *Methods of work in social welfare:* 10 hours

(i) Working with individuals ;

(ii) Working with groups ;

(iii) Working with the community ;

(iv) Techniques and methods of programme planning, evaluation and follow up; and

(v) simple methods of collecting information concerning children and family under care in particular and community in general.

10. *Communication* : 12 hours

Different methods of communication.

(i) Lecture;

(ii) Discussion;

(iii) Audio-visual;

(iv) Exhibitions, and Organisation of campaigns (how to use each of the above methods to promote the ICDS programme in the Project areas).

11. *General Administration*: 4 hours

(i) Simple budgeting and its purpose;

(ii) Simple accounts—maintenance of registers and records; and

(iii) Relationship to other functionaries in the programme.

Practicals 33 hours

1. Preparation of charts, to show the set up of ICDS (i.e services, functionaries and administrative set up, etc.). 4 hours

2. Practice in constructing simple questionnaires for collecting basic information. 5 hours

3. Maintenance of records – simple budgeting and account keeping. 4 hours

4. Seminars and discussions after placement/visits (These should aim at giving the trainees opportunities to react to actual situations in the field and develop skills for observing and assessing situations, predicting reactions and using suitable alternatives while working in the field and in evaluating their own work in the field). 10 hours

5. Class room practice in conducting group programmes, using different methods of communication (one of the major objectives of this is to give the Anganwadi worker experience in conducting such programmes for parent/community-education. The trainees should be given projects which would give them opportunities to use their imagination and skills). 10 hours

6. Conducting social and cultural functions—local celebrations of Children's Day, etc.

B. FIELD WORK (48 hours)

I. VISITS TO AGENCIES — 18 hours

Visits should be arranged to agencies and welfare organisations in the field of child/family welfare. As far as possible, an attempt should be made to arrange visits to at least one institution in every field, i.e. health, nutrition, social welfare and pre-school education. Organisations existing in the vicinity, such as family and child welfare centres, primary health centres, block offices, homes for women, primary schools, panchayats, etc. should be visited. The trainees should observe the functioning of these agencies and their set-up. The role played by such agencies in the development of the community should be explained. Every visit should be followed by a discussion. The purpose of these visits is to widen the horizon of every trainee and enable her to relate herself to her job more effectively.

II FIELD WORK PLACEMENTS — 30 hours

Each trainee should be placed for some time in :

(a) Primary Health Centre where she would be required to assist the ANMs or other functionaries in the care of sick adults/children/infants : actual practice in giving first-aid, baby baths, taking TPR. etc.

(b) Mother-child clinics, family planning clinics or any other health centre.

(c) A.N.P. Clinics—for preparation of improved diets with locally available foods.

(d) Any other nutrition programme for preparation of mid-day meals, supplementary foods, etc.

(e) Home visits for parents' education, follow up of sick children being treated in the primary health centres, simple home nursing etc (for these home-visits the trainee may accompany the ANM, Lady Health Visitor or other public health personnel).

V ANGANWADI WORKER KIT

Objectives :

1. To provide the trainees with materials which can help and act as a media of extension of knowledge to the people in the field.
2. To provide an opportunity to the trainees to learn the relevant techniques and skills while preparing the work-kit.

A. Audio-visual aids

(i) Different types of puppets and masks

(ii) Flash cards (may be prepared with simple line drawings)

(iii) Flannelo-graphs

(iv) Sand-tray techniques (models)

(v) Rollograph

(vi) Pictures of charts

(vii) Story books

To be used for imparting fundamental knowledge/information regarding the following :

(1) Health and nutrition

(a) different food groups and their sources ;

(b) deficiency diseases—how to detect and prevent them ;

(c) weaning foods and the process of weaning ;

(d) environmental sanitation with reference to water

supply, laterines, ideal wells, household pests, killing of flies etc. ;

(e) personal hygiene and cleanliness ; and

(f) common diseases (i) parasitic (ii) communicable—the source of infection and how to prevent these.

(2) Pre-School Education

(a) Simple story telling aids ; and

(b) material for the health education of children in the Anganwadi.

B. **Improvised educational equipment with the help of indigenous material**

1. Things having different colours, shapes, sizes and textures for sorting and matching activity (e.g. pieces of smooth paper and sand paper to be passed on the card board).
2. Beads to be made and coloured for teaching—counting with quantity (stones, seeds, etc.) may be used for the purpose.
3. Cards for number work.
4. Geometrical cut-outs.
5. Letters of the alphabet in pictures.
6. Toys to be made of cardboard, clay, paper mache or waste and scrap materials.

C. **Collection of objects**

Like seeds, buttons, stones, boxes etc. which may be used by the Anganwdi worker for planning out activities for children in the Anganwadi.

D. **Record Files**

This would involve basic information on the following subjects to be prepared by the trainees under the guidance of the concerned trainers—the idea being to provide the Anganwadi Workers with handy reference material.

1. Health and Nutrition:

(a) Balanced diets for different age groups

(b) Different food groups and their sources

(c) Food preservation

(d) Deficiency diseases

(e) Improved methods of cooking

(f) Weaning foods and the process of weaning

(g) Environmental sanitation with reference to water supply, latrines, ideal wells household pests, killing of flies etc.

(h) Personal hygiene and cleanliness : (i) Common diseases (ii) Parasitic (iii) Communicable—the source of infection and how to prevent these

(i) Layouts of a kitchen garden

(j) Family Planning.

2. Pre-School Education :

(a) Nursery rhymes and songs for children (at least 20).

(b) Nursery stories.

(c) Organised games—outdoor and indoor

(d) Creative drama—The planning of simple play-acting. (The idea is to involve children in creative drama with the purpose of enhancing their imagination and communicating various concepts like cleanliness, sanitary habits, etc. through this media. It would also provide a source of entertainment.)

E. Scrap book and Resource Files

1. An album or resource file on creative activities including:

(a) Paintings with the help of different locally available materials like chalk, pencils, coal, etc.

(b) Paper work : a collage pasting, cutting.

(c) Paper folding, paper marbling, spray, etc.

(d) Floor, wall and room decorations with the help of locally available material.

(e) A collection of local art and crafts which can be easily prepared by the children.

2. A scrap book with pictures on various related subjects—health, nutrition etc., pictures to be collected and pasted

in a systematic order. This can be used for conversation and can add to the general knowledge of the child.

3. Samples of various stitches for embroidery, knitting etc.— to provide a basic knowledge of some mother crafts, which may aid the Anganwadi worker in establishing contact with mothers.

SECTION II

SYLLABUS FOR THE TRAINING OF SUPERVISORS

Objectives:

(a) To orient the Supervisors of Anganwadi Workers to the various components of the Integrated Child Development Services Scheme;

(b) to make them understand their own role and the roles of Anganwadi workers and other functionaries of the project as well as other staff at the Block level; and

(c) to enable them develop appropriate skills in supervision, public relations, scheme implementation and general Administration.

Duration:

Two months=60×6=360 working hours

Actual working days=50 or 50×6=300 working hours	
Lectures and Discussions	=170 working hours
Practicals and Field work	= 85 working hours
Examination/Evaluation	= 45 working hours
Total	300 working hours

Courses and Time Schedule:

S. No.	*Course No.*	*Course Title*	*Hours* *Theory*	*Practicals*
		General Orientation	5	—
1.	BG 110	Socio-economic conditions and Social Institutions	2	—
2.	BG 111	Socio-economic Problems of Rural/Urban/Tribal Areas	4	—

3.	BG 112	Development Planning and Democratic Decentralization	4	—
4.	SW 115	Concepts and Processes of Social Work/Welfare	40	35
5.	SW 116	Social Welfare in India	10	—
6.	CD 120	Developmental Needs of children	10	—
7.	CD 121	Historical Development of Child Care Services in India	10	—
8.	CD 122	Integrated Child Development Services Scheme I	10	5
9.	CD 123	Integrated Child Development Services Scheme II	10	5
10.	PM 126	Nutrition	5	5
11.	PM 127	Health	5	5
12.	PM 128	Pre-School Education	5	5
13.	SW 117	Social Welfare Administration	20	10
14.	SW 118	Supervision and Evaluation	20	10
15.	GN 141	Record Maintenance, Reporting etc.	10	5
		Total	170	85
		Examination/Feedback/ Evaluation etc.	45 hours	
		Grand Total	300 working hours.	

SECTION III

SYLLABUS FOR THE TRAINING OF CHILD DEVELOPMENT PROJECT OFFICERS

Objectives :

(a) To orient Child Development Project Officers to the various components of the Integrated Child Development Services Seheme ;

(b) to make them understand their own role and the roles of different functionaries of the project as well as other staff at the Block level ; and

(c) to enable them develop appropriate skills in community organisation, supervision, welfare and financial administration, coordination etc. necessary for implementation and administration of Integrated Child Development Services.

Duration :

Two Months	=60×6=360 working hours
Actual working days	=50×6=300 working hours
Lectures and Discussions	=170 working hours
Practicals and Field work	= 85 working hours
Examination/Evaluation	= 45 working hours
Total	300 working hours

Courses and Time Schedule

S. No.	*Course No.*	*Course Title*	*Hours* Theory	*Hours* Practicals
		General Orientation	5	—
1.	BG 110	Socio-Economic conditions and Social Institutions	2	—

2.	BG 111	Socio-economic Problems of Rural/Urban/Tribal Areas	4	—
3.	BG 112	Development Planning and Democratic Decentralization	4	—
4.	SW 115	Concepts and Processes of Social Work/Welfare	20	20
5.	SW 116	Social Welfare in India	10	—
6.	CD 120	Developmental Needs of Children	10	—
7.	CD 121	Historical Development of Child Care Services in India	10	—
8.	CD 122	Integrated Child Development Services Scheme I	10	5
9.	CD 123	Integrated Child Development Services Scheme II	10	5
10.	PM 126	Nutrition	5	5
11.	PM 127	Health	5	5
12.	PM 128	Pre-School Education	5	5
13.	SW 117	Social Welfare Administration	40	25
14.	SW 118	Supervision and Evaluation	10	5
15.	GN 140	Financial Management	10	5
16.	GN 141	Record Maintenance, Reporting etc.	10	5
		Total	170	85
		Examination/Feed-back/Evaluation etc.	45 hours	
		Grand Total	300 working hours	

SECTION IV

SYLLABUS FOR THE ORIENTATION OF CHIEF INSTRUCTOR OF THE TRAINING CENTRES FOR ANGANWADI WORKERS

Objectives :

(a) To orient the chief Instructors of Training Centres to the Scheme of Integrated Child Development Services ;

(b) to help them understand their role as trainers of Anganwadi workers, and comprehend various aspect of the training programme pertaining to conducting theory classes practicals and field work for Anganwadi Workers; and other organisational matters; and

(c) to help them examine and improve upon the syllabi, work-kit and other training materials meant for Anganwadi Workers,

Duration :

10 working days i.e. 10×6=60 working hours.
Lectures and discussions-45 working hours,
Practicals & field work-15 working hours.

Courses & Time Schedule

S. No.	*Course No.*	*Course Title*	*Hours*	
			Theory	*Practical*
		General Orientation	2	—
1.	BG 111	Socio-Economic Problems of Rural/Urban/ Tribal areas	2	—
2.	SW 115	Concept and Processes of Social work/Welfare	3	—
3.	CD 120	Developmental Needs of Children	4	—

4.	CD 121	Historical Development of Child Care Services in India	4	—
5.	CD 122	Integrated Child Development Services Scheme I	5	2
6.	CD 123	Integtated Child Development Services Scheme II	5	2
7.	PM 126	Nutrition	2	—
8.	PM 127	Health	2	—
9.	PM 128	Pre-School Education	2	—
10.	TM 129	Training Methods: use of Communication Media	6	3
11.	TM 130	Curriculum Planning and Development of Training Material	4	5
12.	TM 136	Follow-up Methods	2	1
13.	TM 137	Methods of Evaluation/ Examination	2	2
		Total	45	15

Grand Total= 60 working hours

SECTION V

SYLLABUS FOR THE TRAINING OF INSTRUCTORS OF THE TRAINING CENTRES FOR ANGANWADI WORKERS

Objectives :

(a) To orient the Instructors of Training Centres to the Scheme of integrated Child Development Services,

(b) to help them comprehend various aspects and methods of the training programme pertaining to conducting of theory classes, organising practicals and field work for Anganwadi Workers : and to help them understand their role as trainers of Anganwadi Workers,

(c) to help them examine and improve upon the syllabi, work-kit and other teaching material meant for Anganwadi Workers ; and

(d) to help them develop new teaching-aids, training meterials guide books etc.

Duration :

One Month i.e. 30×6=180 working hours
Actual working days 25×6=150 working hours
Lectures and discussions=100 working hours
Practicals and Field work= 50 working hours

Courses and Time Schedule

S. No.	*Course No.*	*Course Title*	*Working Hours* Theory	Practicals
		General Orientation	5	—
1.	BG 111	Secio-economic Problems of Rural/Urban/ Tribal Areas	2	—
2.	SW 115	Concepts and Processes of Social Work/Welfare	5	2

3.	CD 120	Developmental Needs of Children	6	2
4.	CD 121	Historical Development of Child Care Services in India	6	—
5.	CD 122	The Scheme of Integrated Child Development Services I	6	4
6.	CD 123	The Scheme of Integrated Child Development Services II	6	2
7.	PM 126	Nutrition	4	2
8.	PM 127	Health	4	2
9.	PM 128	Pre-School Education	4	2
10.	PM 129	Training Methods : Use of Communication Media	6	6
11.	TM 130	Curriculum Planning and Development of Training Material	6	6
12.	TM 131/ 132/133/ 134	Methods of Teaching Theoretical Contents of Social Work/Health/Nutrition/Pre-School Education	20	12
13.	TM 135	Methods of Teaching Field Work and Supervision	10	6
14.	TM 136	Follow-up Methods	5	2
15.	TM 137	Methods of Evaluation/ Examination	5	2
		Total	100	50

Grand Total = 150 Working hours

SECTION VI

MASTER LIST OF COURSES WITH DETAILED SYLLABI

I Background Courses

BG 110 Socio-Economic Conditions and Changing Role of Social Institutions :

(i) *Indian Social Scene*—Major social problems like casteism, untouchability, communalism, dowry, child marriage etc.

(ii) *Indian Economic Scene*—major demographic trends, economic problems, five year plans etc.

(iii) *Major Social Institutions*—family, caste, religion, panchayat—nature of change in their roles since Independence.

(iv) *Basic Features of the Indian Constitution*—fundamental rights, directive principles of State Policy, latest constitutional amendments and their rationale.

BG 111 Socio-Economic Problems with special reference to Rural, Urban and Tribal Areas :*

BG 112 Development Planning and Democratic Decentralisation :

(i) Development Planning in India—concept, method.

(ii) Development Machinery at various levels—State, District and Block.

(iii) Panchayati Raj—its institutions and role.

(iv) Rural Community Development/Urban Community Development in India.

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* Details to be worked out by the staff of the first training course to be organised for different functionaries, keeping in view local conditions.

II Social Work Courses

Sw 115 Concept and Processes of Social Work :

(i) Meaning and concept of Social Work—traditional vs. modern concept of Social work; values and principles of modern social work.

(ii) Fields of Social Work.

(iii) Processes of Social Work—

(a) Working with individuals (case work),

(b) Working with groups (group work),

(c) Working with community (community organisation),

(d) Social Action,

(e) Social Welfare Administration,

(f) Social Survey and Research.

(iv) Integrated approach in social work.

(Practicals and field work in this course will comprise agency visits, field work placements in social work agencies and designing and conducting of small surveys)

Sw 116 Growth and Development of Social Welfare services after Independence :

(i) Welfare content under First, Second, Third and Fourth Five Year Plans.

(ii) Various welfare programmes sponsored by the Departments of Social Welfare and Central Welfare Board.

(iii) Approach to Social Welfare in the Fifth Five Year Plan.

(iv) Integrated Child Development Services Scheme.

Sw 117 Social Welfare Administration :

(i) Meaning and scope of Welfare Administration

(ii) Modern Management teachniques in Social Welfare

(iii) Organisation of administrative jobs

(iv) Planning process

(v) Mobilisation and utilization of resources

(vi) Decision making

(vii) Role of authority, delegation of authority

(viii) Process of coordination

(ix) Working with the Staff group

(x) Working with committees

(xi) Methods of getting people's participation

(Field work in this course will be in the nature of observational visits to Social Welfare Agencies; block field placement and attachment with different administrative units ; study of records and reports etc.)

Sw 118 Supervision and Evaluation :

(i) Meaning and scope of supervision.

(ii) Purposes and objectives of supervision visa-vis inspection.

(iii) Functions of supervision:

(a) Administrative,

(b) Technical and Advisory,

(c) To provide secondary leadership,

(d) Helping the supervisor to solve field problems,

(e) Helping the supervisor to coordinate his activities with those of other workers in the field.

(f) Staff development programme.

(iv) Mechanisms of Supervision:

(a) Observation on the job,

(b) Use of records,

(c) Supervisory conferences,

(d) Use of group methods.

(v) Basic Principles and Methods of Internal and External Evaluation.

(Practicals in this course will consist of exercises in various teachniques of supervision through role-playing, group discussions etc. and designing evaluation proforma etc.)

III Child Development Course

CD 120 Developmental Needs of Children

(i) Basic needs of children (0-6 years) i.e. physical, motor, social, emotional and cognitive. How these needs vary at different developmental stages.

(ii) Influence of genetic and environmental factors on the child's growth and development.

(iii) Influence of the family on the child's development—factors such as the size of the family, socio-economic status, child rearing practices adopted etc.

(iv) Importance of pre-school years and its implications for later development.

(v) Common behavioral problems of young children—problems related to sleeping, eating, temper-tantrums, bedwetting, thumb sucking, nail biting, stammering, aggression, shyness, withdrawal etc., and ways and means of handling such cases.

CD 121 Historical Development of Child Care Services in India :

(i) Need and importance of child care: changing concept of child care.

(ii) Child care in ancient India.

(iii) Status of the young child in India—in terms of health, nutrition, education and general welfare ; demographic profile of child in India.

(iv) child care programmes run by the Government.

(v) Child care programmes run by voluntary organisations.

(vi) Child care in Five Year Plans.

(vii) Approach to child care in the Fifth Plan.

(viii) National Child Policy Resolution;
Constitution of the National Children's Board.

CD 122 The Scheme of Integrated Child Development Services I :

(i) Objectives of the Scheme.

(ii) Scope of the Scheme.

(iii) Programmes and Services.

(iv) Organisational pattern at the Central, State, District, Block and village levels.

(v) Staffing pattern.

(vi) Role of different functionaries at State, District, Block and village levels.

(vii) Role of different agencies in planning and implementing the Scheme of ICDS.

(viii) Strategy of bringing about coordination among various agencies and functionaries involved.

(ix) Training, research, evalution and monitoring components of the Scheme.

CD 123 The Scheme of Integrated Child Development Services II :

(i) Role of different functionaries at the Block level e.g. B.D.O., PHC Doctor & othet staff in the implementation of the ICDS Scheme.

(ii) Supporting services available for the Integrated Child Development Services Scheme at the Block level e.g. health, nutrition, family planning etc.

(iii) Role of Panchayat Samitis and other related bodies in the implementation of the ICDS Scheme.

(Field work and practical components of CD 121 & 123 will include workshop. syndicates, visits and discussions with Block Agencies and officials, meetings with Panchayat officials, PHC personnel etc.)

IV. Programme Media Courses

PM 126 Nutrition :

(i) Nutrition—its meaning and concept.

(ii) Nutritional requirements of children, and pregnant and nursing mothers.

(iii) Nutritional deficiency diseases—malnutrition and undernutrition; defined causes—

(a) economic,

(b) social and cultural.

(c) educational,

(d) geographical or climatic.

(iv) Major nutritional programmes in the country—nutrition in the five year plans; supplementary feeding programmes; food fortification programmes, and preventive measures undertaken.

(v) Nutritive value of food articles locally available.

(vi) Dietary habits, food prejudices etc.

(vii) Planning of meals for pre-school age children and nursing and expectant mothers ; methods of improving nutritive value of foods e.g. combinations, sprouting, improved methods of cooking etc.

(viii) Nutrition education—meaning and scope; methods of nutrition education; development and use of education aids etc.

(Practicals in this course will include making charts of basic food groups and rich sources of protein, vitamins and minerals; actual practice in detecting common deficiency diseases; evolving new protein-rich recipes; planning balanced diets for different groups; preparation of weaning foods; and practicals in food preservation).

PM 127 Health Programmes and Health Education :

(i) Elementary knowledge of human anatomy and physiology; stages of physical growth and development.

(ii) Ante-natal, natal and post-natal care.

(iii) Infant care and care of the new born.

(iv) Common ailments and communicable diseases – their symptoms, prevention and immunisation.

(v) Elementary first aid and home nursing.

(vi) Basic knowledge about family planning programme.

(vii) Environmental Sanitation—ways of collecting and disposal of wastes, storage of water, drainage etc.

(viii) Knowledge of existing health services in the area and various functionaries involved.

(ix) Maintenance of health records; and

(x) Health Education—techniques and methods.

(Practicals in maintenance of health records; first aid; demonstration in health care, visits to health agencies and preparation of health education aids etc.)

PM 128 Pre-school Education Programme :

(i) Need and importance of pre-school education.

(ii) Various models of pre-school education e.g. Nursery, Montessori schools, kindergarten, Balwadi, Anganwadi etc.

(iii) Programmes and activities of a Nursery School.

(iv) Methods used in pre-school education ; and

(v) Building, equipments and aids for pre-school education.

(Field work and practicals would consist of visits to Nurseries and Balwadis; preparation of pre-school education work-kit etc.)

V. Teaching Method Courses

TM 129 Training Methods : Use of communication Media;

(i) Objectves of training—general and specific; objectives in terms of knowledge, attitudes and skills.

(ii) Principles of learning—motivation, involvement; processes of learning.

(iii) *Training Methods* :

(a) *Individual methods*—lectures, talks, individual assignments, question-answer method individual tutoring etc.

(b) *Group methods*—group assignments, workshops, seminars, symposiums, panel discussions, tutorials, syndicates, buzz sessions, brainstorming sessions etc.

(c) *Project methods*—demonstration, laboratory method, field trips and excursions, library method, exhibits etc,

(d) *Audio-visual methods*– direct experience, models, dramatisation, role-playing, puppets, flash cards, flannel graphs, charts, socio-drama etc.

(iv) Feed-back and evaluation of methods and their usefulness

TM 130 **Curriculum Planning and Development of Training Material****

TM 131 **Methods of Teaching Social Work Content****

TM 132 **Methods of Teaching Health Content****

TM 133 **Methods of Teaching Nutrition Content****

TM 134 **Methods of Teaching Pre-School Education Content****

TM 135 **Objectives, Programmes and Methods of Organising Field Work.**

(i) Objectives of Field Work—

(a) acquiring knowledge through observation,

(b) learning by doing,

(c) acquiring skills through practice ; and

(d) developing confidence through real work situations.

(ii) Contents of Field Work Programme—

(a) Orientation to field work,

(b) Agency visits,

(c) Field work placement,

(d) Maintenance of field work records,

(e) Supervision of the work,

(iii) Evalution of field work,

(Practicals in organisation of field work placements, supervision, evaluation etc.)

TM 136 **Objectives, Programmes and Methods of Follow-up Work****

TM 137 **Methods of Evaluation and Examination** ;

(i) Need and Importance of Evaluation.

(ii) Principles of Evaluation.

(iii) Evaluation Techniques and Methods—

**Details to be worked out by the faculty of the first training course.

(a) Class-room performance,
(b) Sessional tests,
(c) Home work assignments,
(d) Seminar or discussion group performance,
(e) Final test performance,
(f) Oral tests,
(g) Self-assessment.

(iv) Scheme Examination—disposal of unsucessful trainees, award of certificates etc.

(Practicals in different teachniques of evaluation and assessment)

VI General Courses

GN 140 Financial Management:

(i) Meaning and scope of financial management.
(ii) Financial accountability and financial control at different levels.
(iii) Maintenance of books of accounts and other related records and registers.
(iv) Relevant financial rules and regulations; and
(v) Financial powers of different functionaries.

(Practicals in maintenance of financial records and registers)

GN 141 Record Maintenance and Reporting :

(i) Meaning and importance of record maintenance;
(ii) Types of records and registers :
  (a) Personnel Records,
  (b) Programme Records,
  (c) Establishment Records,
  (d) Financial Records,
  (e) Performance Records.
(iii) Teachniques of record maintenance;
(iv) Meaning and importance of reports;
(v) Types and methods of reporting.

(Practicals in studying records of welfare agencies. preparation of outline of various records and reports; report writing and record maintenance).

List enclosed with Appendix C

Basic Equipment for Anganwadis under ICDS Programme

Sl. No. (1)	*Items* (2)		*Estimated cost (in Rupees)* (3)
I.	**For General Use**		
1.	Small mats or durries		80.00
2.	One closed shelf (for storage equipment)—1 or 2 racks		150.00
3.	Low wooden choki with a low table for the Anganwadi worker		50.00
4.	First Aid Box		30.00
5.	A National Flag		50.0
6.	One vessel with lid for keeping drinking water (locally made mud pot)		2.00
7.	Files, Registers and Records		100.00
8.	Health cards	No cost	
9.	Mudwall area for painting		
II.	**Kitchen equipment**		
1.	Tumblers, plates and spoons	To be met under Special Nutrition Programme	
2.	Two to three vessels with lid for cooking		
3.	Wick Stove (Kerosene)		
III.	**Bathroom Equipment**		
	There should be a separate bath room and lavatory		
1.	Two buckets or vessels for storing water		20.00
2.	Mugs-one or two		

Annexure

DRAFT SYLLABUS FOR NON-FORMAL FUNCTIONAL LITERACY FOR WOMEN

Appendix D

Diagramatic Representation of Flow of Administrative Control in the Implementation of Integrated Child Development Services Project in Rural Areas

	Administrative Set-up	*Co-ordinating Machinery*
CENTRE	Department of Social Welfare (Government of India)	An Inter-Departmental Committee has already been constituted with the Secretary as Chairman. An Action Committee has been set up with the Minister of Education and Social Welfare as Chairman and (i) Secretary, Ministry of Health and Family Planning (ii) Secretary, Department of Rural Development (iii) Secretary, Planning Commission, (iv) Secretary, Deptt of Education (v) Additional Secretary, Deptt. of Family Planning, as members; Secretary, Department of Social Welfare is the Convener.
STATE	Department of Social Welfare (State Government) The State Social Welfare Department will administer the programme; the Child Development Project Officer (CDPO) will report to the Secretary, Social Welfare through the B.D.O. and the District Social Welfare Officer/ District Development Officer.	A Co-ordination Committee with the State Minister-in-change of Social Welfare as the Chairman. Chairman of the State Social Welfare Advisory Board as the Vice-Chairman, Secretary, Social Welfare as the Convener, and Secretaries of the Departments concerned, and representatives of State Council for Child Welfare and voluntary organisations as members.

SYLLABUS

FOR

FUNCTIONAL LITERACY FOR ADULT WOMEN

(Literacy Contents)

Unit : Literacy Contents (Reading, writing and simple numeracy).

This unit aims to provide illiterate women an opportunity to learn the basic skills in reading, writing and simple numeracy and through that process also acquire knowledge related to intergrated child development programmes (Health and hygiene, food and nutrition, home management and child development). The specific objectives of this unit include :

1. to impart to illiterate women skills of reading, writing and numeracy so as to enable them to participate in the child development programmes effectively ;
2. to help the women in acquiring knowledge and information on topics of local and general interest through medium of literacy that can be used to improve the quality of life (modern methods of health and hygiene, child development, food and nutrition, home management including management of food resources etc.) ;
3. to effectively integrate literacy teaching/learning materials with I.C.D.S. programme ;
4. to initiate follow up programmes for retention of newly acquired literacy skills and continuing education activities for child development and home management.

Duration—300 hours

The total duration has been further divided into two stages of 150 hours each.

Stage I : Basic Course in Literacy Skills

Duration—150 hours (One and half hours per day for 100 days)

The basic course in literacy skills will concentrate on teaching essentials of language (reading and writing) and simple numeracy through specially prepared teaching/learning material related to I.C.D.S. programmes. The contents of the course in this stage will include :

Reading

(a) Recognition of letters and their sounds, syllables and words.

(b) Combination of letters to make new words, and words to make new simple sentences.

(c) Reading with understanding new material on topics of health & hygiene, nutrition, home management, child development and family planning written in simple language.

(d) Reading messages on child development written in bold letters.

Writing

(a) Writing alphabets and simple words legibly on copy with pencil or pen.

(b) Copying given sentences with comprehension.

(c) Writing numbers upto three digits.

Numeracy

(a) Counting upto three digits.

(b) Acquaintance with weights and measurements units.

(c) Simple arithmatic formulae of use in day to day life.

Stage II : *Proficiency Course in Literacy Skills*

Duration—150 hours (The frequency of holding the centre will depend upon the interest and needs of the women who have attended the basic literacy course. The women may meet thrice a week for 3 hours per day or meet daily for 1½ hours per day if they so desire).

The main aim of this stage is to deepen skills and knowledge gained by the women in the Stage I so that they may not relapse into illiteracy and to train them in using literacy skills gained for solving personal problems and improving their quality of life. The

literacy teaching/learning material used in Stage II will be integrated and related to I.C.D.S. Scheme and other environmental needs of women. The level of profficiency to be achieved in language and numeracy through problem based teaching/learning material will include :

Reading

(a) Reading simple litera ure on topics of interest to women with comprehension printed in bold letters.

(b) Reading family and child development magazines and news sheets specially published for persons with limited reading abilities.

(c) Reading with understanding labels, notices and advertisement instructions such as preparation of baby food, use of detergents, food preservation, health and hygiene etc.

Writing

(a) Copying legibly from a written passage.

(b) Keeping family records such as family budget, cost of cultivation, health record of baby etc.

(c) Writing independently letters in short sentences, application form, filling in of cheque etc.

Numeracy

(a) Knowledge about simple additions, substractions, multiplications and division with two digits.

(b) Maintaining family accounts, saving bank pass book, and farm accounts.

(c) Workable knowledge about decimal coinage system, metric weight system, metric measurement system and simple calcultation formulae used in them.

(d) Idea of proportion and its use in day to day life situations. Some guide points for incorporating language and numeracy units in an integrated functional literacy syllabus for women.

1. The teaching/learning materials to be so designed that it can be used both for teaching literacy skills and imparting knowledge on topics closely integrated with I.C.D.S. programmes.

2. The women literacy worker other than Anganwadi worker be trained in content areas of the I.C.D.S. programmes. They should make effective contribution for its success through active involvement of women participants in the scheme.

CURRICULUM OUTLINE
OF THE ANGANWADI WORKERS' TRAINING PROGRAMME IN FUNCTIONAL LITERACY FOR ADULT WOMEN

Introduction

One of the problems faced by the educational administrators in organisation of programmes of functional literacy for women is the great shortage of competent women literacy workers. There is, therefore, real need for developing an effective integrated curriculum for training of Anganwadi and functional literacy women workers. The purpose of this note is to discuss with the trainers of Anganwadi workers the detailed outline of the draft curriculum for training Anganwadi and other women workers in non-formal functional education programmes which can be adapted to their regional and local needs. It also emphasises the need for training programmes of continuing education for women workers of functional literacy in ICDS as in the present circumstances, it is not possible to arrange comprehensive training courses for long duration.

Objectives of the Course

1. To acquaint the Anganwadi workers with the scheme and concept of non-formal functional literacy for women;
2. to throw light on the socio-economic conditions prevailing in the society and discussing the educational methods of meeting the situation;
3. to inform them about the characteristic and learning capacities of different age groups of women with reference to the Integrated Child Development Service Scheme;
4. to give practical know-how about the organisation and running of functional literacy courses in relation to the ICDS Scheme;

5. to give training in methods and skill of teaching to read and write while learning concepts of health and nutrition etc.;
6. to discuss the syllabus/curriculum of the non-formal functional literacy for women and methods of revising it according to the local needs and situations;
7. to expose to the techniques of practical use of different types of teaching learning materials, including preparation of lesson plans;
8. to discuss follow-up services for retention of literacy and evaluation of the programmes;
9. to impart subject matter knowledge in health, nutrition, child development and management of food resources to functional literacy women workers other than Anganwadi worker.

Contents of Training Programme

A. *Academic Contents*

Unit-I Concepts, methods and programmes of non-formal functional literacy for women.

The topics for discussion will include.

(a) Non-formal education, meaning and roles.
(b) Non-formal, formal and informal education.
(c) Padagogical techniques of non-formal education.
(d) Modes of non-formal education programmes for women.
(e) Non-formal functional literacy project for women.

Sessions—Five

Unit—II Role of literacy and its implications with reference to ICDS Programmes.

(a) magnitude of the problem of illiteracy among women;
(b) literacy and socio-economic development;
(c) functional literacy programmes as related to ICDS and local needs of the women.

Sessions—Four

Unit—III Understanding Learners

(a) Psychological characteristics of illiterate women, especially their learning capacity;

(b) difference between child and adult learning;
(c) motivating women for functional literacy programmes ;
(d) problems involved in teaching women.

Sessions - Four

Unit—IV Curriculum and learning materials

(a) stages in preparation of problem based curriculum;
(b) course contents of the curriculum for functional literacy for women;
(c) selection and use of different types of teaching/learning materials suited to the needs of learners and course contents;
(d) message delivery system.

Sessions—Eight
Field Visits—Two

Unit—V Programme organisation and administration

(a) Preliminary preparations—understanding existing economic, social and cultural environment, problem-finding surveys, and arousing interest among educated and and literacy women in functional literacy programmes. Organisational steps for women literacy classes in ICDS areas;
(b) Running of classes—learning-teaching process, and problems of dropouts.

Sessions—Six

Unit—VI Follow-up and evaluation

(a) types of follow-up services;
(b) continuing education for professional growth of learners;
(c) evaluation of learners' progress-methods and materials.

B. *Practical Training*

Sessions—Three

Anganwadi and functional literacy women workers will be exposed to the following situations to enable them to do their jobs with confidence :

(a) Visit to non-formal education classes/centres/programmes for women;
(b) Critical examination of available teaching/learning materials specially the one to be used in the classes.
(c) Demonstrations in use of teaching/learning materials.

(d) Practices in use of teaching/learning materials.

(e) Discussions in developing curriculum based upon local needs.

(f) Practice in filling up records and submission of reports.

(g) Acquaintance with the proforma of progress assessment.

Sessions—Sixteen

The training of women instructors in functional literacy programmes for women should be viewed as a continuous education process; to begin with, an initial training programme of four weeks' duration will be enough which may be further supported by programmes of continuing education through monthly meetings, circulation letters, arranging visits to centres of action, in-service or refresher training courses.

Break-up of the time Schedule

Duration of the course : 25 days (74 sessions of 1½ hours duration each).

Programmes	*No. of Sessions*
1. Feeback on the programme outline	2
2. Lecture Discussions	30 (Units I to VI)
3. Group Meetings	8
4. Plenary Sessions	8
5. Self-Study	8
6. Practicals and demonstrations	16 (Practical Training)
7. Field Visits	2 (Unit IV)
Total :	74

It is proposed to conduct an additional training of 15 days duration for part-time women literacy workers (other than Anganwadi workers) to impart subject matter knowledge about content areas of ICDS Scheme so as to enable them to integrate literacy with child development programmes effectively. The contents of this training course may be suitably drawn from the Anganwadi workers training syllabus.

Orientation-cum-Training Course for Trainers of Anganwadi Workers in Non-formal Functional Literacy for Adult Women.

Unit—Functional Literacy for Adult Women

The main objective of this unit is to provide orientation-cum-training to the trainers of the Anganwadi workers in Non-formal Functional Literacy techniques with a view to give them competence to train Anganwadi and women literacy workers in the operation of functional literacy related to Integrated Child Development programmes effectively. The specific objectives of this training unit are :

1. to discuss the role of functional literacy and its implication with reference to Integrated Child Development Programmes.
2. to impart training about organisation and administration of non-formal functional literacy programmes for women.
3. to explain the process of formulation of problem-based curriculum and discuss the contents of literacy programmes related to Integrated Child Development Services.
4. to impart the skills in the selection, preparation and use of learning/teaching materials.
5. to discuss the training programme of Anganwadi and functional literacy women workers in non-formal functional literacy, and to develop understanding of integrating subject matter, knowledge in health, nutrition, child care etc. with functional literacy.
6. to discuss the procedure of evaluation and follow-up services of functional literacy programmes.

Unit Contents

This unit emphasises on imparting knowledge and skills required for training of functional literacy women workers and implementation of literacy programmes in the field. Various important aspects relating to planning, organisation operation and supervision of functional literacy programmes in the field will be highlighted.

The contents of this unit are divided into six-sub-units.

Sub-Unit I *Concepts, methods and programmes of non-formal functional literacy for women.*

It aims to acquaint the trainers with the concept, methods

and programmes of non-formal education. The topics for discussion will include:

Non-formal education—meaning and roles, difference between non-formal, formal and informal education, methods and materials of non-formal education programmes.

Sessions—Two

Sub-Unit II Roles of literacy and its implications with reference to Integrated Child Development programmes.

It aims to impress upon the participants the value of literacy for an individual and democratic societies and its need for the success of ICDS. The topics around which the discussions will be initiated include :

Magnitude of the problem of illiteracy among women, literacy and socio-economic development, relating functional literacy with ICDS programme and local needs of the women.

Sessions—Two

Sub-unit III *Organisation and Administration of functional literacy programme for women.*

This sub-unit has been planned to discuss and impart training, organisation and administration of functional literacy programmes in field situations. It has been divided in two parts namely :

(a) Preliminary preparations for starting functional literacy classes. It includes : understanding existing economic, social and cultural environment ; arousing interest among women for literacy, procurement of physical facilities, enrolment of women, people's participation and steps for the organisation of classes.

(b) Operation of functional literacy programmes. The topics of discussion in this sub-unit include: understanding adults as persons ; learning teaching process ; message delivery system ; conducting classes ; and problems of drop-outs

Sessions—Four

Sub-unit IV *Curriculum and Learning Materials of Functional Literacy for Women.*

This sub-unit aims at discussing contents of functional literacy programmes, their adaption to local needs and types of learning

materials to be used to achieve the desired goal. The topics of discussion will include :

Steps involved in preparation of non-formal functional literacy curriculum for women; proto-type curriculum of non-formal functional literacy programme and its adaptation to learners' need, selection and use of learning teaching materials, standard and stages in literacy.

The participants will practice the use of learning materials designed for functional literacy classes for women. They will also observe the functioning of a women centre in real situation.

Sessions—Four
Field Visits—Two

Sub-unit V *Training of Anganwadi and Functional Literacy Workers.*

In this sub-unit the participants will discuss the criteria of selection of women workers for functional literacy, their responsibilities, curriculum for training of Anganwadi and functional literacy women workers and the programmes for their professional growth.

Sessions—Four

Sub-unit VI *Evaluation and Follow-up Services*

This sub-unit aims to acquaint the participants with modern concept of supervision, methods and materials used, evaluation of learners progress and course objectives and types of follow-up services (mobile library, correspondence courses, magazines etc.) including continuing education for further growth.

Sessions—Two

Duration of the course—6 days

4 Sessions per day of 1½ duration hours

Break-up of the Time Schedule

Programmes	*No of Sessions*
1. Feedback on programme outline	1
2. Lectures & discussions	12 } Sub-units I to VI
3. Group meetings and teaching practice	6 }
4. Plenary Sessions	2
5. Self Study	1
6. Field Visits	2 (Sub-unit IV)
	24

(Part III of the Syllabus for Functional Literacy for Adult Women contains the curriculum outline for one week Orientation-cum-Training of Chief Instructors and Instructors of the training institutions, which have to train the anganwadi workers, in order to train the instructors for their functions relating to the training of anganwadi workers as teachers of the functional literacy classes. The One Week Orientation-cum-Ttaining of the Chief Instructors and Instructors of the training centres may be organised with the assistance of the Literacy House in the State (if one exists) and/or with the assistance of professionals available in the field of non-formal education and functional literacy in any department and non-official organisation in the State. The expenditure incurred in organising the one week orientation-cum-training of Chief Instructors and Instructors can be debited to the funds released to the State Governments for the training programmes and/or the ICDS scheme. The expenses will generelly include honorarium to guest faculty, travelling allowances of the guest faculty and some contingencies. The Government of India is not contemplating organisation of a common orientation-cum-training course for the chief instructors and instructors of the training institutions. That is why this suggestion to organise their orientation-cum-training at the State level is made.)

List of State Level Officers In-charge of Gramsevika Training Programme in States

Sl. No.	*Name of State*	*Name and designation of the Officers*
1.	Andhra Pradesh	Shri C. Rajamoni, Assistant Secretary, Panchayatiraj, Government of Andhra Pradesh, Hydrabad.
2.	Assam	Miss Indira Chakrabarti, Special Officer, Women and Children Programme, Department of Panchayat and Community Development, Government of Assam, Gauhati-8.
3.	Himachal Pradesh	Shri P.S. Negi, Director of Social Welfare, Government of Himachal Pradesh Simla.
4.	Karnataka	Shri Narasimhaiah, Joint Director of Agriculture (Training), Department of Agriculture, Government of Karnataka, Bangalore.
5.	Kerala	Shri T.P. Balagopalan, Assistant Development Commissioner, Directorate of Training, Government of Kerala, Trivandrum.
6.	Madhya Pradesh	Mrs. R.S. Despande, Officer on Special Duty (Nutrition), Directorate of Panchayats and Social Welfare, Government of Madhya Pradesh, Bhopal.

1	2	3
7.	Maharashtra	Shri B.S. Madiwale, Desk Officer, Agriculture and Cooperation Department, Government of Maharashtra, Bombay.
8.	Meghalaya	Smt. M. Syiemlieh, Chief Welfare and Probation Officer, Government of Meghalaya, Shillong.
9.	Orissa	Miss L.R. Mitra, Under Secretary, Community Development Department, Government of Orissa, Bhubaneswar.
10.	Punjab	Miss Tara Bahel, Deputy Director (W.P.), Development and Panchayat's Department Government of Punjab, Chandigarh.
11.	Rajasthan	Director of Training, Community Development and Panchayat Department, Government of Rajasthan, Jaipur.
12.	Tripura	Shri Adhip Choudhuri, Joint Secretary, Government of Tripura, Education Department, (Social Education), Agartala.
13.	Uttar Pradesh	Secretary, Government of U.P., Deptt. of Agriculture Production & C.D., Lucknow.

14.	West Bengal	Smt. Anu Mukherji, Assistant Commissioner, Department of Agriculture and Community Development, Government of West Bengal, Calcutta.

List of Training Institutions Other Than Gramsevika Training Centres

A. Central Social Welfare Board

(Parliament Street, New Delhi-110001)

1. Family and Child Welfare Training Centre,
   Jamia School of Social Work,
   Jamia Milia Islamia, Jamianagar, New Delhi-110025.

2. Shri V.T.K. Institute of Rural Development, Samiala,
   M.S. University of Baroda, Baroda.

3. Family & Child Welfare Training Centre,
   Gandhigram

B. Indian Council of Child Welfare

(4 Deen Dayal Upadhayaya Marg, New Delhi-110001).

1. Balsevika Training Institute,
   Jagiriti Niketan, Jammu (Jammu & Kashmir).

2. Balsevika Training Institute,
   Kothi No. 650, Sector 16-D,
   Chandigarh (Haryana).

3. Balsevika Training Institute,
   Post Kosbad Hill,
   Via Gholwas (W. Rly) Distt. Thana,
   Kosbad, Maharashtra.

4. Balsevika Training Institute,
   1, Prakasa Mudali Street,
   T. Nagar, Madras.